






| 2023-2024 Long Term Plan | | | | | |
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| Year 1/2 | | | | | |
| Autumn Term | | Spring Term | | Summer Term | |
|  <u>Community Cam</u> Support others Appreciate each other |  <u>Mindful Mo</u> Believe in yourselves Be Kind |  <u>Engagement Eric</u> Think for yourselves Ask questions |  <u>Independent India</u> Be brave Trust yourself |  <u>Possibilities Parker</u> Try something new Keep going | Celebration of all Super Friends |
| Core texts being studied in reading: <ul style="list-style-type: none">- Year 1 – Alan’s big scary teeth by Jarvis, Tad by Benji Davis- Year 2 – The Pirates next door by Jonny Duddle, Super Dad’s day off by Phil Earle Core texts being read as w/c readers: <ul style="list-style-type: none">- A range of picture books including: Izzy Gizmo, Odd dog out, The day the crayons quit and The great Hamster get away. Core texts in class: <ul style="list-style-type: none">- Books from Early Resources for Education box used throughout. | | Core texts being studied in reading: <ul style="list-style-type: none">- Year 1 – The Storm whale in winter by Benjii Davis, The Pencil by Allan Ahlberg- Year 2 – George’s Marvellous Medicine by Roald Dahl Core texts being read as w/c readers: <ul style="list-style-type: none">- There’s a pharaoh in our Bath – Jeremy Strong Core texts in class: <ul style="list-style-type: none">- Books from Early Resources for Education box used throughout. | | Core texts being studied in reading: <ul style="list-style-type: none">- Year 1 – Toby and the Great Fire of London by Margaret Nash and Jane Cope, Light in the Night by Marie Voight- Year 2 – The Great Chocoplot by Chris Callaghan Core texts being read as w/c readers: <ul style="list-style-type: none">- Fantastic Mr Fox – Roald Dahl Core texts in class: <ul style="list-style-type: none">- Books from Early Resources for Education box used throughout. | |
| Educational visits/visitors and community projects: <ul style="list-style-type: none">- Northampton Museum (Subject to costs) | | Educational visits/visitors and community projects: <ul style="list-style-type: none">- | | Educational visits/visitors and community projects: <ul style="list-style-type: none">- Fermyn Woods habitats workshop (subject to costs) | |
| As readers we will practise reading skills across the year to include: | | | | | |
| Year 1: Phonics and Decoding: <ul style="list-style-type: none">• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in words• recognise words with the same initial sound, such as money and mother• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Common Exception Words: <ul style="list-style-type: none">• Read a few common exception words matched to the school’s phonic programme.• To read some common irregular words. | | | Year 2: Word Reading: <ul style="list-style-type: none">• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• Read accurately words of two or more syllables that contain the same graphemes as above• Read words containing common suffixes• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• Re-read these books to build up their fluency and confidence in word reading Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none">• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently• Discussing the sequence of events in books and how items of information are related• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | | |



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| <p>Fluency:</p> <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | <ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |
| <p>Phonics Assess and review New sounds: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> /oi/ <oy> /ur/ <ir> /oo/ <ue> /or/ <aw> /w/ <wh> /f/ <ph> /oo/ <ew> /oa/ <oe> /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e> /igh/ <l-e> /oa/ <o-e> /oo/ <u-e> /s/ <c> /ee/ <y> /or/ <al> Please, once, any, many, again, who, wolde, where, two</p> | <p>Phonics Assess and review New sounds: /ai/ <a> /ai/ <ey> /ai/ <ea> /ai/ <eigh> /ar/ <a> /ee/ <e> /igh/ <l> /igh/ <y> /oa/ <o> /o/ <a> /oo/ <u> /y/ + /oo/ <u> /c/ <ch> /sh/ <ch> /e/ <ea> /ur/ <or> /ur/ <ear> /oo/ <ou> /oa/ + /l/ <oul> /ee/ <ie> /v/ <ve> /i/ <y> /air/ <are> /air/ <ere> /air/ <ear> /ch/ <tch> /u/ <o> /j/ <g> /j/ <ge> /j/ <dge> /s/ <st> /s/ <ce> /s/ <se> /n/ <gn> /n/ <kn></p> | <p>Phonics Assess and review</p> |

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| | /r/ <wr> /m/ <m> /z/ <se> /z/ <ze> /ear/ <eer> /ear/ <ere> /sh/ <ti> /ar/ <al> /or/ <augh> /sh/ <ss> /zh/ <si> /sh/ <ti> /sh/ <ci> Here, sugar, friend, because | |
| As writers we will study these units this term: <ul style="list-style-type: none"> • Basic sentence structure • Captions, lists and labels. • Retelling the 3 little pigs • Instructions – The witches’ spell • Poetry – repeating poems | As writers we will study these units this term: <ul style="list-style-type: none"> • A recount of Christmas • Story writing: Leo and the Octopus • Fact files • Story Writing: Billy and the Beast • Defeat a Monster story • Instructions – Making sandwiches | As writers we will study these units this term: <ul style="list-style-type: none"> • Story writing: Astro Girl • Writing in role • Story writing: Grandad’s camper • Writing sequels • Story writing: Toys in Space • Fantasy settings • Poetry – Shape poems |
| As writers we will practise these skills over the year: | | |
| Year 1 <ul style="list-style-type: none"> • I can write simple stories about myself and others. • I can sometimes use my past and present tense correctly. • I can use “and” to join sentences. • I can use the following punctuation correctly: capital letters, capital letter for the pronoun “I”, full stops, question marks and exclamation marks. • I can add “s” or “es” to pluralise nouns. • I can segment spoken words into phonemes and represent these by graphemes and I can sometimes spell these words correctly. • I can spell some of the common exception words: a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your • I can correctly form some of my capital letters and digits. • I can use finger spaces between words. | Year 2 <ul style="list-style-type: none"> • I can write simple, clear narratives about myself and others. • I can write about real events in a clear and simple way. • I can use full stops and capital letters, mostly correctly. • I can use question marks correctly, when needed. • I can use past and present tense, mostly correctly and consistently. • I can use co-ordinating conjunctions e.g. but, and, or, so • I can use some subordinating conjunctions e.g. after, as, when, if, that, even though, because, until, since. • I can segment spoken words into phonemes and represent these by graphemes and I can spell these words mostly correctly. • I can spell many common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas. • I can form capital letters and digits of the correct size, making sure they are the correct way around. • I can use finger spaces between words. GDS – <ul style="list-style-type: none"> • I can write effectively and coherently for different purposes using the books I am reading to make interesting vocabulary and grammar choices. • I can revise, edit and proofread my writing. • I can use the KS1 punctuation mostly correctly: capital letters, full stops, question marks, exclamation marks, commas in a list, and apostrophes to mark where letters are missing in spelling, apostrophes for singular possession. • I can spell many common exception words. | |

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| | | • I can use co-ordinating conjunctions. | | | |
| <p>As mathematicians, we will</p> <p>Conjecture: Yr 1 - Predict the next few in a sequence. Begin to work out the 10th in a sequence. Describe what is changing in a sequence. Begin to use age-appropriate mathematical vocabulary. Yr 2 - Identify patterns in number sequences and predict what will come next. Describe what is changing and what is staying the same in sequences. Use age-appropriate mathematical vocabulary. Begin to explain why. Begin to identify and explain rules when calculating from given examples.</p> <p>Convince: Yr 1 - Begin to use mathematical terminology independently. With support, use equipment to aid their explanation. Yr 2 - With the support of a scaffold, write explanations that use mathematical terminology. Select equipment that supports their explanations.</p> <p>Organise: Yr 1 - Independently set their own criteria for sorting. Identify when items do not fit their criteria. Begin to understand why grouping can make counting easier. With support, record in a systematic way. Yr 2 - Use venn diagrams which overlap to identify when objects, shapes or numbers belong in multiple groups. Identify mathematical criteria for sorting with increasing independence. Use grouping to make calculations easier. Begin to understand what systematic means and use tables and grids to record.</p> <p>Classify: Yr 1 - Describe what is the same about items in a group and what is different from other groups. With support, give explanations for their criteria when sorting. Yr 2 - Begin to explain why some items belong or do not belong in a group. Explain their own choices for sorting using some mathematical vocabulary. Explain why some items belong in multiple groups. Describe what is the same and what is different when looking at groups of numbers e.g odd and even, multiples of 3.</p> <p>Imagine: Yr 1 - Select concrete objects and pictorial images to support learning. Use given bar models, relationship triangles and part-part-whole diagrams. Yr 2 - Explain why they have selected concrete of pictorial resources to support learning. Use jottings to support calculations. Independently select resources to support with problem solving and to explain their learning to others. Draw bar models, relationship triangles and part-part-whole diagrams to support with problem solving.</p> <p>Express: Yr 1 - Talk about maths problems with an adult and with their peers. Use different resources and representations. Yr 2 - Present a problem and its solution to adults and their peers. Ask mathematical questions.</p> <p>Specialise: Yr 1 - Begin to prove/disprove given rules by testing examples with support. Yr 2 - Begin to prove/disprove given rules by testing examples.</p> <p>Generalise: Yr 1 - Begin to explain rules using sometimes, always, never questions. Yr 2 - With some support, identify rules for times tables, shape names, finding fractions, adding and subtracting odd numbers. Use a scaffold, to record rules.</p> | | | | | |
| As mathematicians this term we will study: | | As mathematicians this term we will study: | | As mathematicians this term we will study ... | |
| <p>Year 1: Place Value:</p> <ul style="list-style-type: none">I can count up to 20, forwards and backwards. I can start from any number. 1NPV1I can count, read and write numbers to 20 in numerals.I can say one more or one less than a number beyond 100I can count in multiples of 2s (to 50) and 10s (to 100) and recognise patterns. 1NF2I can name represent numbers using objects and pictures.I can represent numbers on a number line and use equal to, more than, less than | <p>Year 2: Place Value:</p> <ul style="list-style-type: none">I can count in steps of 2, 10, 3 and 5 from 0, and go backwards.I can round numbers to the nearest 10I can identify, represent and estimate numbers in different ways. 2NPV1I can compare and order numbers from 0 up to 100; use <, > and = signs 2NPV2I can read and write numbers beyond 100 in numerals and wordsI can partition numbers into tens and units 2NPV1I can partition numbers in different ways e.g. 23 as 20+3 or 10+13 2NPV1 | <p>Year 1: Measures:</p> <ul style="list-style-type: none">I can recognise different coins and notesI know the value of different coins and notesI can say what happened: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.I can put events in time order using before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.I can order the days of the week. | <p>Year 2: Measures:</p> <ul style="list-style-type: none">I know and use the symbols for pounds (£) and pence (p).I can add and subtract money of the same unit to solve problems.I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.I can find different combinations of coins that equal the same amounts of moneyI can tell and write the time to quarter past the hour.I can tell and write the time to quarter to the hour and draw the | <p>Year 1: Place Value:</p> <ul style="list-style-type: none">I can count up to 50, forwards and backwards. I can start from any number. 1NPV1I can count, read and write numbers to 50 in numerals.I can say one more or one less than a number beyond 100I can count in multiples of 2s (to 50) and 10s (to 100) and recognise patterns. 1NF2I can name represent numbers using objects and pictures.I can represent numbers on a number line and use equal to, more than, less than (fewer), most, least 1NPV2I can recognise odd and even numbers | <p>Year 2: Revisit Number, place value, addition and subtraction and multiplication.</p> <p>Measures:</p> <ul style="list-style-type: none">I can use m/cm; kg/g; °C; litres/ml to the measure.I can estimate and measure length/height (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit.I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unitI can compare and order lengths, mass, volume/capacity and record the results using >, < and = <p>Fractions:</p> <ul style="list-style-type: none">I can recognise and name the fractions 1/3 and ¼ of a shape, set of objects or quantity. |

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| <p>(fewer), most, least 1NPV2</p> <ul style="list-style-type: none"> I can recognise odd and even numbers I can begin to understand the place value of tens and ones. I can use number bonds and related subtraction facts within 201NF1 I can group objects into 2,5,or 10 to aid counting <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> I can read and write maths statements using addition (+), subtraction (−) and equals (=) signs up to 20 1AS2 I know the bonds of all numbers to 10 1NF1 and 1AS1 I begin to know bonds of all numbers to 20 I can add and subtract one-digit and two-digit numbers to 20, including 0. I can solve one-step + and - problems using objects and pictures. I can solve missing number problems. <p>Multiplication:</p> <ul style="list-style-type: none"> I can double 1, 2, 3, 4 and 5. I can half 10, 8, 6, 4 and 2. I can recognise patterns of numbers in the 10x table. I can solve one-step x and ÷ problems using objects and pictures. I can solve one-step x and ÷ problems using objects, pictures and arrays. | <ul style="list-style-type: none"> I can identify odd and even numbers I can understand the importance of 0 as a place holder. I can solve problems and explain reasoning <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> I can understand and use the words 'sum' and 'difference' 2AS2 I know the bonds of all numbers to 10 2NF1 and 2AS1 I can recall and use addition and subtraction facts to 20 fluently, and use related facts up to 100 2AS3 and 2AS4 I can add and subtract two digits and ones. 2AS3 and 2AS4 I can add and subtract a two-digit number and tens 2AS3 and 2AS4 I can add and subtract two two-digit numbers I can add three one-digit numbers I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot I can recognise and use the inverse relationship between addition and subtraction and solve missing number problems. I can solve problems with addition and subtraction using objects and pictures including those with more than one step. I can begin to solve + and − in columns. <p>Multiplication:</p> <ul style="list-style-type: none"> I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including | <ul style="list-style-type: none"> I can use the days of the week, weeks, months and years. I know the names and sequence of the months I know the names of the seasons I can tell the time to the hour. I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. I can compare and solve practical problems for time using quicker, slower, earlier and later. I can measure and begin to record time (hours, minutes, seconds) <p>Revisit addition and subtraction</p> <p>Fractions:</p> <ul style="list-style-type: none"> I can recognise, find and name a half in shapes. I can recognise, find and name a half. I can recognise, find and name a quarter <p>Shape:</p> <ul style="list-style-type: none"> I can recognise and name rectangles, squares, circles, triangles, cuboids, cubes, pyramids and spheres. 1G1 I can recognise and name common 2-D shapes in different orientations and sizes. 1G2 I know my 'left' and 'right.' I can describe position, direction and movement, | <p>hands on a clock face to show these times</p> <ul style="list-style-type: none"> I can compare and sequence intervals of time I can tell and write the time to five minutes and draw the hands on a clock face to show these times I know the number of minutes in an hour and the number of hours in a day. <p>Fractions:</p> <ul style="list-style-type: none"> I can recognise and name the fractions 1/3 and 1/4 of a shape, set of objects or quantity. I can recognise, find, name and write fractions 1/3 and 1/4 I can find simple fractions of a number and recognise the equivalence of 2/4 and 1/2. I can compare fractions of amounts. I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity I can relate fractions and measures e.g. 40÷2=20, and 20 is half of 40 I can count in halves from 0 to 10. I can count in halves up to 10 from any number I can count in quarters up to 10 from any number <p>Statistics:</p> <ul style="list-style-type: none"> I can interpret and construct simple pictograms, tally charts and block diagrams. I can ask and answer simple questions by counting the number of objects in each category and sorting | <ul style="list-style-type: none"> I can begin to understand the place value of tens and ones. I can use number bonds and related subtraction facts within 201NF1 I can group objects into 2,5,or 10 to aid counting <p>Place Value:</p> <ul style="list-style-type: none"> I can count up to 100, forwards and backwards. I can start from any number. 1NPV1 I can count, read and write numbers to 100 in numerals. I can say one more or one less than a number beyond 100 I can count in multiples of 2s (to 50) and 10s (to 100) and recognise patterns. 1NF2 I can name represent numbers using objects and pictures. I can represent numbers on a number line and use equal to, more than, less than (fewer), most, least 1NPV2 I can recognise odd and even numbers I can begin to understand the place value of tens and ones. I can use number bonds and related subtraction facts within 201NF1 I can group objects into 2,5,or 10 to aid counting <p>Revisit addition, subtraction and multiplication</p> <p>Measures:</p> <ul style="list-style-type: none"> I can compare length, height, mass and capacity. I can measure length, height, mass, capacity and volume using non-standard measures. I can measure and begin to record length, height, weight and capacity using standard units of | <ul style="list-style-type: none"> I can recognise, find, name and write fractions 1/3 and 1/4 I can find simple fractions of a number and recognise the equivalence of 2/4 and 1/2. I can compare fractions of amounts. I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity I can relate fractions and measures e.g. 40÷2=20, and 20 is half of 40 I can count in halves from 0 to 10. I can count in halves up to 10 from any number I can count in quarters up to 10 from any number <p>Review of the year.</p> <p>My Money week.</p> |
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| | <p>recognising odd and even numbers and reading scales. 2MD1</p> <ul style="list-style-type: none"> • I can recall X facts for X2,5,10 and their inverse and use these to deduce other facts. • I can double 10, 20, 30, 40, 50, 60, 70, 80, 90 and know the inverse. • I know doubles of multiples of 5 and 10 <double 100 and the inverse • I can solve problems involving multiplication and division, using materials, arrays and repeated addition. 2MD1 • I can show that multiplication of two numbers can be done in any order (commutative) and division cannot • I can solve x and ÷ problems, using materials, arrays, repeated addition, mental methods, and multiplication and division facts and determine remainders • Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). 2MD2 | <p>using the terms 'whole' and 'half' turns.</p> <ul style="list-style-type: none"> • I can describe position, direction and movement using the terms 'quarter' and 'three-quarter' turns. • I begin to interpret simple pictograms where the picture is worth 1 unit. • I can begin to interpret simple tally charts | <p>the categories by quantity</p> <ul style="list-style-type: none"> • I can ask and answer questions about totalling and comparing categorical data <p>Shape:</p> <ul style="list-style-type: none"> • I can recognise and name common 2-D shapes in different orientations and sizes for example hexagons and pentagons. • I can identify and describe the properties of 2D and 3-D shapes, including the number of edges, vertices and faces 2G1 • I can identify line symmetry in a vertical line when exploring 2-D shapes. • I can compare and sort common 2-D and 3-D shapes and everyday objects. • I can recognise and name 3-D shapes for example cylinder. • I can describe position, direction and movement, including movement in a straight line and rotation as a turn or as right angles for quarter, half and three-quarter turns • I can use the terms clockwise and anti-clockwise to describe position, direction and movement. • I can order and arrange combinations of mathematical objects in patterns and sequences. • I can explore, describe and explain patterns. | <p>measurement and equipment.</p> <p>Revisit fractions.</p> <p>My Money week</p> | |
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| As scientists - working scientifically we will: <ul style="list-style-type: none"> ask simple questions & recognise they can be answered in different ways observe closely, using simple equipment perform simple tests identify & classify use observations & ideas to suggest answers to questions gather & record data to help in answering questions | | | | | |
| As scientists we will study ... Animals including Humans <ul style="list-style-type: none"> Be able to name and locate parts of the human body, including those relating to the senses. Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals. Be able to describe and compare the observable features of animals from a range of groups. Recognise that animals can be grouped according to whether they are carnivores, herbivores and omnivores. Know the basic needs of animals for survival. Describe the importance of exercise, balanced diet and hygiene for humans. Describe the main changes as young animals, including humans, grow into adults. Seasonal Changes <ul style="list-style-type: none"> Understand and describe the main changes across the seasons. Understand weather associated with the seasons. Understand how day length varies across the year. Scientific enquiry <ul style="list-style-type: none"> Observe what is happening and explore different materials Predict and explore which material is most effective Evaluate the results and talk about what they have discovered Understand what different pets need to be healthy and happy (Yr1) | | As scientists we will study ... Seasonal Changes <ul style="list-style-type: none"> Understand and describe the main changes across the seasons. Understand weather associated with the seasons. Understand how day length varies across the year. Everyday Materials <ul style="list-style-type: none"> Recognise the difference between the name of an object and the material from which it is made. Identify a range of everyday materials including wood, plastic, glass, metal, water and rock. Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/ not waterproof, absorbent/ not absorbent, opaque/ transparent. Understand how to group everyday materials according to their physical properties. Understand how everyday materials can be used for more than one thing. Understand how different everyday materials can be used for the same thing. Understand why the properties of materials make them suitable or unsuitable for particular purposes. Recognise that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials. | | As scientists we will study... Plants <ul style="list-style-type: none"> Be able to name a variety of different plants (including deciduous and evergreen trees). Understand and describe how plants are suited to different habitats. Understand and describe the structure of plants including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem. Understand and describe the main changes as seeds and bulbs grow into mature plants. Understand and describe the basic needs of plants for water, light and a suitable temperature to grow and stay healthy. Habitats and homes <ul style="list-style-type: none"> Recognise whether things are alive, dead or have never lived. Identify different plants and animals and recognize that they are suited to their different habitats, including micro-habitats. Recognise how different habitats provide for the basic needs of animals and plants. Understand that animals get their food from other animals and/or from plants. Recognise that a food chain is made of a series of plants and animals that eat each other and shows how energy is transferred from one organism to another via food. Scientific enquiry <ul style="list-style-type: none"> i. asking simple questions and recognising that they can be answered in different ways ii. observing closely, using simple equipment iii. performing simple tests iv. identifying and classifying v. using their observations and ideas to suggest answers to questions vi. gathering and recording data to help in answering questions | |

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| <ul style="list-style-type: none"> • Make comparisons between different pets' needs and requirements for health and happiness (Yr2) • Make a visual record of their observations, annotate to show understanding and learning (Yr1) • Annotate drawings of their observations with scientific questions and develop lines of enquiry (Yr2) <p>Understand that there are special places (habitats) where mini-beasts (invertebrates) live</p> <ul style="list-style-type: none"> • Consider what conditions a woodlice might prefer and recreate those conditions in the classroom • Observe the woodlice over a period of time and record the results (Yr1) <p>Observe the woodlice over a period of time and explore results using different materials (Yr 2)</p> | <p>Scientific enquiry</p> <ul style="list-style-type: none"> i. asking simple questions and recognising that they can be answered in different ways ii. observing closely, using simple equipment iii. performing simple tests iv. identifying and classifying v. using their observations and ideas to suggest answers to questions vi. gathering and recording data to help in answering questions | |
| <p>As historians we will</p> <ul style="list-style-type: none"> • place events, people and objects in the correct time order. • phrases such as: past, present, older and newer. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • identify differences between ways of life in the past and present. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • recount parts of stories to talk about things that have happened in the past. • Describe significant people from the past. • understand how the achievements of famous people from the past have influenced our lives. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • Recognise that there are reasons why people in the past acted as they did. • understand ways in which we can find out about the past. • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Observe or handle evidence to ask questions and find answers to questions about the past. • find answers to simple questions about the past by using stories and other sources. • Ask questions such as: What was it like for people? What happened? How long ago? • Link our units to the core concepts of: beliefs, exploration and migration, culture and lifestyle, settlements, diversity and society, conflict and power | | |
| <p>As historians we will study Why do we remember the past including....</p> <p>What is significance?</p> <p>What events do people remember?</p> <ul style="list-style-type: none"> • The Spanish Armada was a fleet of ships that Spain sent to attack England in 1588. The Armada's failure made Spain less powerful in Europe. • The worst fire in the city of London's history occurred in 1666. It is known as the Great Fire of London. • The titanic sunk in 1912 • Queen Elizabeth I became queen 1558 • First World War 1914 • First man on the moon 1969 <p>How do we know about the past?</p> <ul style="list-style-type: none"> • Samuel Pepys kept a diary of the events and warned the King. | | |

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| <p><i>National Curriculum – changes within living memory, events with national and global significance.</i></p> | | |
| <p>As geographers we will...</p> <ul style="list-style-type: none"> • identify the significant features of the local area. • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • use aerial photographs and plans to recognise landmarks. • Identify land use around the school. • Learn about maps, map-making and symbols. • Compare journeys and understand near/far, often/rarely • name and locate the four countries and capital cities of the UK. • know some characteristics of the four countries and capital cities of the UK. • name and locate the World's seven continents and five oceans. • use World maps, atlases and globes to identify countries, continents and oceans. • Understand geographical similarities and differences when studying human and physical geography. • locate hot and cold areas of the World in relation to the Equator and North and South Poles. • describe key human features using geographical vocabulary (including city, town village, factory, farm, house, office, port, harbour and shop). • describe key physical features using geographical vocabulary (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather). • Develop knowledge about the world. • Use locational and directional language to describe the location of features and routes on a map. • name and locate the surrounding seas of the UK. • explain why some countries are hot and cold. • make comparisons of human features of a small area in the UK and a small area in a contrasting country (Non European). • make comparisons of physical features of a small area in the UK and a small area in a contrasting country (Non-European). • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • explain why people live in different areas of the World. • identify daily and seasonal weather patterns in the UK. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • devise a simple map with a key. • Carry out first hand observations. • use compass directions (North, South, East, West). • Use the core concepts of map skills, economic activity, natural resources and sustainability, settlements and land use, climate and natural disasters, natural features/ biomes | | |
| | <p>As geographers we will study the Why does our weather change?</p> <p>What is British weather like?</p> <p>How does the weather change?</p> <ul style="list-style-type: none"> • Wind direction changes the weather. • Weather changes with the four seasons: spring, summer, autumn and winter. <p>How is our weather the same and different to other places?</p> <ul style="list-style-type: none"> • Our climate is temperate and our biome is temperate woodland • The equator is an imaginary line going around the middle of the globe. • It is hotter nearer the equator. • The North Pole and South Pole are at the top and bottom of the globe. It is colder there. | <p>As geographers we will study Why should we look after the world?</p> <p>What are some important natural features?</p> <ul style="list-style-type: none"> • Physical features are natural and include: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, weather and vegetation. <p>What are some important man made features?</p> <ul style="list-style-type: none"> • Human features are manmade and include: settlements, houses, monuments. <p>How are places changing?</p> <p>What can we do to look after the environment?</p> <ul style="list-style-type: none"> • The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern. • The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia |

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| | <p>How does the weather impact geography?</p> <ul style="list-style-type: none">Weather impacts what we can do and how plants grow.Grid references are used to help you find places on a map.The United Kingdom is made up of 4 countries: England, Scotland, Wales and Northern Island.Their capital cities are London, Cardiff, Edinburgh and Belfast.The compass points are North, East, South and West. <p><i>National Curriculum – name and locate the continents and oceans, name and locate the countries and capital cities of the UK and its surrounding seas, compare the UK and a non-European country, identify seasonal and daily UK weather patterns, identify the cold and hot areas of the world.</i></p> | <p><i>National Curriculum – name and locate continents and oceans, name and locate UK countries and capitals and seas, key physical features, key human features, compare the UK and a non-European country,</i></p> | |
| <p>As artists we will....</p> <ul style="list-style-type: none">- Use a range of materials creatively to design and make products- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.- Develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space.- Learn about the work of a range of artists and designers, describing differences and similarities between them and making links to their own work.- Develop specific and relevant vocabulary linked to art techniques.- I respond to ideas and starting points- objects, the natural world)- I explore ideas from my imagination or from real starting points.- I can draw my ideas and describe them to others.- I describe what I think about my own and others’ work.- I can describe my work using accurate vocabulary, including line, tone, colour, texture, shape, pattern.- I comment on differences and similarities in artwork.- I suggest ways of making improvements. | | | |
| <p>Painting and mixed media: Colour splash</p> <p>Artist: Clarice Cliff, Japser Johns</p> <p>As artists we will ...</p> <p>Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.</p> | <p>Sculpture and 3D: Paper play</p> <p>Artist: Marco Balich, Louise Bourgeois, Samantha Stephenson</p> <p>As artists we will ...</p> <p>Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper.</p> | <p>Painting and mixed media: Life in colour</p> <p>Artist: Romare Bearden</p> <p>As artists we will ...</p> <p>Name the primary and secondary colours.</p> <p>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>Describe the colours and textures they see.</p> | <p>Sculpture and 3D: Clay houses</p> <p>Artist: Ranti Bam, Rachel Whiteread</p> <p>As artists we will ...</p> <p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay.</p> |

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| | <p>Work successfully with others, sustaining effort over a time.</p> <p>Paint with good technique, ensuring good coverage</p> | <p>Try different tools to recreate a texture and decide which tool works best.</p> <p>Show they can identify different textures in a collaged artwork.</p> <p>Apply their knowledge of colour mixing to match colours effectively.</p> <p>Choose collage materials based on colour and texture.</p> <p>Talk about their ideas for an overall collage.</p> <p>Try different arrangements of materials, including overlapping shapes.</p> <p>Give likes and dislikes about their work and others’.</p> <p>Describe ideas for developing their collages.</p> <p>Choose materials and tools after trying them out.</p> | <p>Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes</p> |
| <p>As designers we will....</p> <ul style="list-style-type: none">- Know about the simple working characteristics of materials and components.- The correct vocabulary for the projects they are undertaking.- <p>Planning</p> <ul style="list-style-type: none">- Generate ideas by drawing on their own and other people's experiences- <input type="checkbox"/> Develop their design ideas through discussion, observation, drawing and modelling- <input type="checkbox"/> Identify a purpose for what they intend to design and make- <input type="checkbox"/> Identify simple design criteria- <input type="checkbox"/> Make simple drawings and label parts <p>Making</p> <ul style="list-style-type: none">• · Make their design using appropriate techniques• <input type="checkbox"/> With help measure, mark out, cut and shape a range of materials• <input type="checkbox"/> Use tools <i>eg scissors and a hole punch</i> safely• <input type="checkbox"/> Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape• <input type="checkbox"/> Select and use appropriate fruit and vegetables, processes and tools• <input type="checkbox"/> Use basic food handling, hygienic practices and personal hygiene• <input type="checkbox"/> Use simple finishing techniques to improve the appearance of their product <p>Evaluating</p> | | | |

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| <ul style="list-style-type: none"> • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them | | | |
| <p>Mechanisms: Fairground wheel</p> <p>Design and label a wheel. Consider the designs of others and make comments about their practicality or appeal. Consider the materials, shape, construction and mechanisms of their wheel. Label their designs. Build a stable structure with a rotating wheel. Test and adapt their designs as necessary. Follow a design plan to make a completed model of the wheel.</p> | | <p>Cooking and Nutrition: A balanced diet</p> <p>Name the main food groups and identify foods that belong to each group. Describe the taste, texture and smell of a given food. Think of four different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan</p> | |
| <p>In Music we will enjoy:</p> <p>Carnival of Animals Listening: identify instruments, match instruments to a theme, respond with movement, recognise changes in music Composing: improvise, use dynamics & tempo, explore character Performing: ostinato, playing & singing together, explore dynamics, tempo, timbre & pitch, call & response Social: communication, co-operation, collaboration, support, respect Emotional: determination, empathy, self-control, independence, confidence Thinking: creativity, reflection, comprehension, select/apply</p> <p>4 Seasons Listening: identify instruments, identify rhythm, pitch, dynamics & tempo Composing: improvise Performing: follow dot & staff notation, use pitch, dynamics & tempo Social: respect, co-operation, leadership, communication Emotional: empathy, independence Thinking: reflection, decision making, provide feedback, creativity</p> | | <p>In Music we will enjoy:</p> <p>Oceans Listening: identify instruments, identify rhythm, pitch, dynamics and tempo Composing: improvise rhythm Performing: follow staff notation, use pitch, dynamics and tempo Social: communication, kindness, respect, support, leadership Emotional: confidence, determination, independence, perseverance, honesty, empathy Thinking: creativity, reflection, problem solving, comprehension</p> <p>Dinosaurs</p> <p>Listening: identifying sounds, changes in pitch, matching instruments to sound Composing: consider timbre, dynamics & tempo, explore pitch, order sounds Performing: use dynamics, pulse & tempo, percussion, graphic score, follow a conductor, chanting, understand changes in pitch Social: co-operation, collaboration, respect, communication, leadership Emotional: confidence, empathy, persevere Thinking: select and apply, comprehension, feedback</p> | |
| | | <p>In Music we will enjoy:</p> <p>Great Fire of London Listening: Features of Baroque, identify instruments, texture, use of voice, word painting Composing: explore vocal sounds, found sounds, instruments, record rhythms: notation Performing: follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round Social: co-operation, respect, kindness, communication Emotional: independence, perseverance, empathy, confidence Thinking: provide feedback, select/apply, comprehension, reflection</p> <p>At the seaside Listening: identifying sounds, interpreting music Composing: creating sound effects, layering sounds, exploring percussion, playing loudly/quietly/quickly/slowly, creating a graphic score Performing: following a score, group ensemble, performing to a pulse, changing tempo, adding actions Social: collaboration, co-operation, sharing, listening Emotional: self-control, identifying emotions, confidence, independence Thinking: select and apply</p> | |

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| <p>As advocates for our faith and other faiths communities....</p> <ul style="list-style-type: none"> - <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> - <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> - <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i> - <i>Make clear connections between what people believe and how they live, individually and in communities</i> - <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i> - <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i> - <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i> - <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i> | | |
| <p>In RE we will be studying...</p> <p>1.6 Who is a Muslim and how do they live? (Part 1)</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them. <p>1.2 Who made the world?</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1-2.3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. | <p>In RE we will ...</p> <p>1.6 Who is a Muslim and how do they live? (Part 2)</p> <ul style="list-style-type: none"> • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>1.8 Who am I? What does it mean to belong?</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people. • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith | <p>In RE we will ...</p> <p>1.4 What is the good news that Jesus brings</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>1.10 How should we care for the world and others, and why does it matter?</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world. • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. • Talk about what they have learned and how their ideas have changed. |

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| | <p>communities and for themselves, giving a good reason for their ideas</p> <ul style="list-style-type: none"> • Talk about what they have learned and how their ideas have changed. | |
| <p>In computing we will study....</p> <ul style="list-style-type: none"> - Mouse and keyboard skills - Move the mouse and left click to select an object - Drag and drop with a mouse to move objects - Find letters and numbers on a keyboard - Begin touch typing with home row keys - Digital Art - Use lines and fill tools to make interesting patterns. - Add a variety of shapes (outlines and fill) and label them with text. - Re-create graphics using pixels with different colours. | <p>In computing we will ...</p> <ul style="list-style-type: none"> - Introduction to Animation - Add a background and objects to a frame (including text) - Copy/clone a frame and move objects to create an animation, including flipping objects. - Create an animation with multiple objects moving simultaneously. - Create animated drawings of characters by cropping photos and adjusting points of movement. - Introduction to Data Handling - Understand what data is and collect it as a tally. - Use software to label a pictogram and add data to each column. - Edit a table with correct titles and numbers. - Use software to create a bar chart/pie chart/line chart suitable for the data. - Interpret a pictogram/bar chart/line chart - Internet research - Understand how a web-page displays information in different ways; text, images, videos and interactive elements. - Use a web-page to answer questions - Developing programming - Create and debug simple programs by selecting code blocks, placing them in the correct sequence and executing a program. - Use logical reasoning to predict the behaviour of simple programs. - Simplify a program by using a loop. | <p>In computing we will ...</p> <ul style="list-style-type: none"> - Programming with Scratch Jr - Program movements. - Program outputs for audio or text. - Find errors in a program. - Program inputs. - Program selection/conditions (if one sprite hits another). - Ebook Creation - Add a book cover with title, author, colour and image. - Add multiple pages based on a theme. - Add text on different pages. - Add images on different pages to match the theme/text. - Add voice recordings to match the text and theme. |
| <p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Fundamentals - Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping - Social: taking turns, supporting and encouraging others, respect, communication - Emotional: challenging myself, perseverance, honesty | <p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Dance - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance | <p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Cricket - Physical: Throwing, catching, tracking a ball, bowling, batting - Social: Collaboration, communication, - Emotional: Honesty, acceptance, controlling emotions - Thinking: Select and apply, using tactics, decision making - Sending and receiving - Physical: travelling actions, jumping, balancing, |

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| <ul style="list-style-type: none"> - Thinking: selecting and applying, identifying strengths - Ball Skills - Physical: rolling, kicking, Physical: throwing, catching, bouncing, dribbling - Social: co-operation, communication, leadership, supporting others - Emotional: honesty, perseverance, challenging myself - Thinking: using tactics, exploring actions - Net Wall - Physical: throwing, catching, racket skills, ready position, hitting a ball - Social: support, co-operation, respect, communication - Emotional: perseverance, honesty - Thinking: decision making, reflection, comprehension, selecting and applying - Team Building - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving <p>Units covered by Get Set 4 PE Term1 – Findamentals, ball skills Term 2 – Net Wall, Team Building</p> | <ul style="list-style-type: none"> - Thinking: planning, decision making, problem solving - Yoga - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - Gymnastics - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - Fitness - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - - <p>Units covered by Get Set 4 PE Term 3 – Dance, Yoga Term 4 – Gymnastics, Fitness</p> | <ul style="list-style-type: none"> - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - Athletics - Physical: travelling actions, jumping, balancing, - Social: communication, listening, leading, inclusion - Emotional: trust, honesty and fair play, acceptance - Thinking: planning, decision making, problem solving - May Day <p>Units covered by Get Set 4 PE Term 5 - Sending and receiving, May Day Term 6 – Cricket, Athletics</p> |
| <p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Me and my relationships – Who Am I? • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them fee • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc | <p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Keeping myself safe • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say “no” to unwanted touch; | <p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Being my best • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. |

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| <ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt Identify simple qualities of friendship; Suggest simple strategies for making up <ul style="list-style-type: none"> Valuing Difference: Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. | <ul style="list-style-type: none"> Start thinking about who they trust and who they can ask for help. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use Recognise the range of feelings that are associated with loss. Rights and Responsibilities Recognise how a person's behaviour (including their own) can affect other people Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). | <ul style="list-style-type: none"> Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel <ul style="list-style-type: none"> Growing and Changing Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. |
| Discover – Making Mistakes Take Notice – Sound | Connect - Understanding others Give - Sharing | Move - Gardening |
| | As Spanish speakers we will learn about: <ul style="list-style-type: none"> Nursery Rhymes Transport Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand | As Spanish speakers we will learn about: <ul style="list-style-type: none"> The seasons Fruits Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. |

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| | <p>when they are reading aloud or using familiar words and phrases.</p> <ul style="list-style-type: none">• Present ideas and information orally to a range of audiences.• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. | <ul style="list-style-type: none">• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. |
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